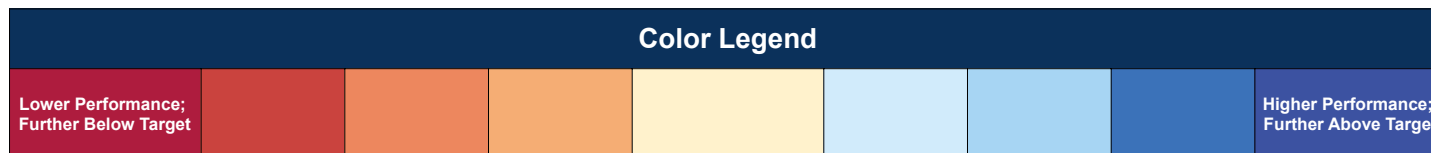


College & Career - Board Goal 5:
 The percentage of Career and Technical Education (CTE) students who pass an industry standards-based competency assessment by the end of their 12th grade year will grow from 54.5% in August 2019 to 80.0% in August 2026.

Leading Indicator 5.1:
 The percentage of 11th grade CTE students who pass their CTE Level 2 coursework (with a grade of A or B).

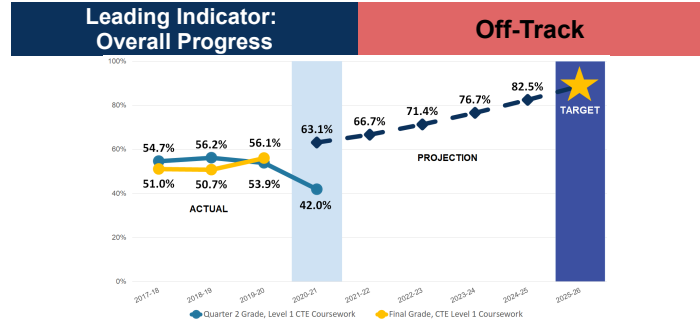
Leading Indicator 5.2:
 The percentage of 10th grade CTE students who pass their CTE Level 1 coursework (with a grade of A or B).

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College & Career - Board Goal 5:
The percentage of Career and Technical Education (CTE) students who pass an industry standards-based competency assessment by the end of their 12th grade year will grow from 54.5% in August 2019 to 80.0% in August 2026.

Leading Indicator 5.2:
The percentage of 10th grade CTE students who pass their CTE Level 1 coursework (with a grade of A or B).



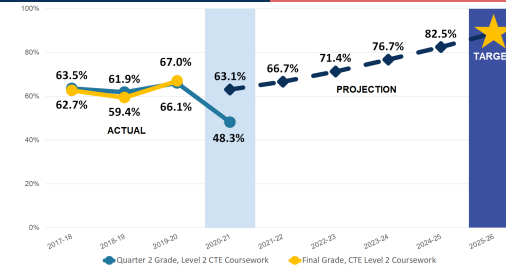
Leading Indicator: District-Wide % Passing Level 1 CTE Coursework (Grade of A or B) Grade 10, Eligible CTE Students ¹	Grading Period	2017-18	2018-19	2019-20 ²	2020-21	2020-21 Annual Target	Distance to 2020-21 Target	Distance to 2021-22 Target	2025-26 Final Target	
	Quarter 2 Grades	54.7%	56.2%	53.9%	42.0%	63.1%	-21.1	-24.7	88.9%	
	Final Grades	51.0%	50.7%	56.1%	Forthcoming	63.1%	-7.0	-10.6	88.9%	
	Leading Indicator: Passing Level 1 CTE Coursework (Grade of A or B) - Quarter 2 Grades									
	Student Group	2018-19			2019-20 ³			2020-21		
		# Eligible CTE Students ³	# Eligible CTE Students Passing Coursework	% Eligible CTE Students Passing Coursework ¹	# Eligible CTE Students ³	# Eligible CTE Students Passing Coursework	% Eligible CTE Students Passing Coursework ¹	# Eligible CTE Students ³	# Eligible CTE Students Passing Coursework	% Eligible CTE Students Passing Coursework ¹
	All Students	1,394	783	56.2%	1,411	761	53.9%	1,691	711	42.0%
	Black / African American	767	375	48.9%	831	405	48.7%	960	372	38.8%
	Hispanic / Latinx	355	215	60.6%	348	188	54.0%	469	181	38.6%
	White	164	119	72.6%	143	110	76.9%	152	96	63.2%
American Indian / Alaskan Native ⁴	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	
Asian	57	42	73.7%	45	33	73.3%	45	31	68.9%	
Native Hawaiian / Pacific Islander ⁴	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	
Multi Racial / Other	47	29	61.7%	42	24	57.1%	62	30	48.4%	
English Learners	131	71	54.2%	139	82	59.0%	208	76	36.5%	
Special Education	255	103	40.4%	271	127	46.9%	322	97	30.1%	
Economically Disadvantaged	1,022	552	54.0%	997	496	49.7%	1,288	501	38.9%	

College & Career - Board Goal 5:
The percentage of Career and Technical Education (CTE) students who pass an industry standards-based competency assessment by the end of their 12th grade year will grow from 54.5% in August 2019 to 80.0% in August 2026.

Leading Indicator 5.1:
The percentage of 11th grade CTE students who pass their CTE Level 2 coursework (with a grade of A or B).

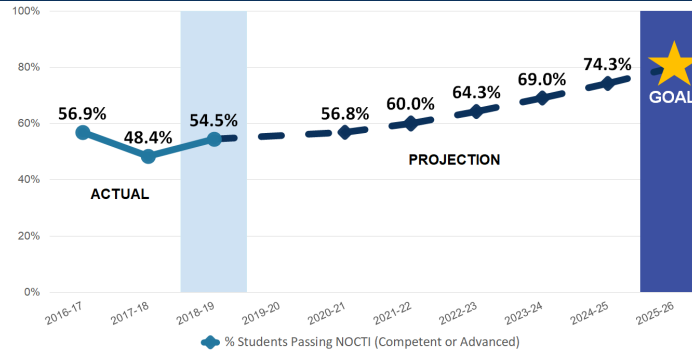
Leading Indicator: Overall Progress

Off-Track



Leading Indicator: District-Wide % Passing Level 2 CTE Coursework (Grade of A or B) Grade 11, Eligible CTE Students ¹	Grading Period	2017-18	2018-19	2019-20 ²	2020-21	2020-21 Annual Target	Distance to 2020-21 Target	Distance to 2021-22 Target	2025-26 Final Target
	Quarter 2 Grades	63.5%	61.9%	66.1%	48.3%	63.1%	-14.8	-18.4	88.9%
	Final Grades	62.7%	59.4%	67.0%	Forthcoming	63.1%	+3.9	+0.3	88.9%
Leading Indicator: Passing Level 2 CTE Coursework (Grade of A or B) - Quarter 2 Grades									
Student Group	2018-19			2019-20 ³			2020-21		
	# Eligible CTE Students ³	# Eligible CTE Students Passing Coursework	% Eligible CTE Students Passing Coursework ¹	# Eligible CTE Students ³	# Eligible CTE Students Passing Coursework	% Eligible CTE Students Passing Coursework ¹	# Eligible CTE Students ³	# Eligible CTE Students Passing Coursework	% Eligible CTE Students Passing Coursework ¹
All Students	1,178	729	61.9%	1,024	677	66.1%	1,213	586	48.3%
Black / African American	635	357	56.2%	555	339	61.1%	709	315	44.3%
Hispanic / Latinx	302	183	60.6%	267	167	62.5%	304	139	45.7%
White	153	126	82.4%	127	114	89.8%	124	79	63.7%
American Indian / Alaskan Native ⁴	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Asian	60	48	80.0%	44	32	72.7%	39	32	82.1%
Native Hawaiian / Pacific Islander ⁴	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Multi Racial / Other	26	15	57.7%	29	24	82.8%	35	21	60.0%
English Learners	113	56	49.6%	92	50	54.3%	105	46	43.8%
Special Education	201	97	48.3%	176	95	54.0%	222	100	45.0%
Economically Disadvantaged	822	486	59.1%	724	460	63.5%	873	380	43.5%

College & Career - Board Goal 5:
 The percentage of Career and Technical Education (CTE) students who pass an industry standards-based competency assessment by the end of their 12th grade year will grow from 54.5% in August 2019 to 80.0% in August 2026.



**College & Career Goal 5:
 Overall Progress**

On Track

NOCTI - Competent or Advanced	2016-17	2017-18	2018-19	2019-20*	2020-21 Annual Goal	Distance to 2020-21 Goal ⁷	Distance to 2021-22 Goal ⁷	2025-26 Final Goal
	All Students	56.9%	48.4%	54.5%	N/A	56.8%	-2.3	-5.5

Student Group	2017-18			2018-19		
	# Eligible CTE Students ³	# Eligible CTE Students Passing NOCTI	% Eligible CTE Students Passing NOCTI ⁶	# Eligible CTE Students ³	# Eligible CTE Students Passing NOCTI	% Eligible CTE Students Passing NOCTI ⁶
All Students	914	442	48.4%	1,055	575	54.5%
Black / African American	512	211	41.2%	548	260	47.4%
Hispanic / Latinx	198	116	58.6%	258	157	60.9%
White	123	69	56.1%	157	101	64.3%
American Indian / Alaskan Native ⁴	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>
Asian	57	34	59.6%	63	41	65.1%
Native Hawaiian / Pacific Islander ⁴	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>
Multi Racial / Other	23	12	52.2%	26	15	57.7%
English Learners	76	25	32.9%	110	60	54.5%
Special Education	72	22	30.6%	70	30	42.9%
Economically Disadvantaged	52	17	32.7%	740	399	53.9%

Goal and Leading Indicator Performance By School Type and Grade

Passing Level 1 or Level 2 CTE Coursework (Grade A or B) Eligible CTE Students, 2020-21 Quarter 2 Grade

Grade	All District Schools offering CTE Programs (26 Schools)			Comprehensive CTE Schools (6 Schools) ⁸			Schools with CTE Programs (20 Schools) ⁸		
	# Eligible CTE Students ³	# Eligible CTE Students Passing Coursework	% Eligible CTE Students Passing Coursework ⁴	# Eligible CTE Students ³	# Eligible CTE Students Passing Coursework	% Eligible CTE Students Passing Coursework ⁴	# Eligible CTE Students ³	# Eligible CTE Students Passing Coursework	% Eligible CTE Students Passing Coursework ⁴
10	1,691	711	42.0%	812	369	45.4%	879	342	38.9%
11	1,213	586	48.3%	576	286	49.7%	637	300	47.1%

Passing NOCTI Exams - Competent or Advanced Eligible CTE Students taking NOCTI Exams, 2018-19

Grade	All District Schools offering CTE Programs (26 Schools)			Comprehensive CTE Schools (6 Schools) ⁸			Schools with CTE Programs (20 Schools) ⁸		
	# Eligible CTE Students ³	# Eligible CTE Students Passing NOCTI	% Eligible CTE Students Passing NOCTI ⁴	# Eligible CTE Students ³	# Eligible CTE Students Passing NOCTI	% Eligible CTE Students Passing NOCTI ⁴	# Eligible CTE Students ³	# Eligible CTE Students Passing NOCTI	% Eligible CTE Students Passing NOCTI ⁴
12	1,055	575	54.5%	538	309	57.4%	517	266	51.5%

NOCTI Performance by CTE Career Cluster
Grade 12, Eligible CTE Students, NOCTI Exams, All Schools, 2018-19

Career Cluster ^a	Eligible CTE Students: All Student Groups			Eligible CTE Students: Black / African American			Eligible CTE Students: Hispanic / Latinx			Eligible CTE Students: All Other Students ¹⁰		
	# Eligible CTE Students ³	# Eligible CTE Students Passing NOCTI	% Eligible CTE Students Passing NOCTI ^a	# Eligible CTE Students ³	# Eligible CTE Students Passing NOCTI	% Eligible CTE Students Passing NOCTI ^a	# Eligible CTE Students ³	# Eligible CTE Students Passing NOCTI	% Eligible CTE Students Passing NOCTI ^a	# Eligible CTE Students ³	# Eligible CTE Students Passing NOCTI	% Eligible CTE Students Passing NOCTI ^a
Total	1,055	575	54.5%	548	260	47.4%	258	157	60.9%	249	158	63.5%
Construction & Manufacturing	223	100	44.8%	95	27	28.4%	61	32	52.5%	67	41	61.2%
Business & Finance	192	106	55.2%	99	46	46.5%	38	21	55.3%	55	39	70.9%
Communications & Graphics	147	87	59.2%	73	37	50.7%	37	30	81.1%	37	20	54.1%
Hospitality	146	103	70.5%	87	54	62.1%	32	27	84.4%	27	22	81.5%
Natural Sciences & Biotechnology⁴	72	29	40.3%	43	19	44.2%	8	Insufficient Sample	Insufficient Sample	21	Insufficient Sample	Insufficient Sample
Transportation⁴	80	40	50.0%	35	17	48.6%	33	Insufficient Sample	Insufficient Sample	12	Insufficient Sample	Insufficient Sample
Personal Care⁴	68	32	47.1%	52	22	42.3%	15	Insufficient Sample	Insufficient Sample	1	Insufficient Sample	Insufficient Sample
Information Technology⁴	63	34	54.0%	31	13	41.9%	17	Insufficient Sample	Insufficient Sample	15	Insufficient Sample	Insufficient Sample
Health⁴	64	44	68.8%	33	25	75.8%	17	Insufficient Sample	Insufficient Sample	14	Insufficient Sample	Insufficient Sample

	What we are going to do?	Why are we doing this?
Academics / Instruction	Provide early career awareness and exposure aligned to Career and Technical Education (CTE) programming starting in the middle grades and going into 9th grade, with clear transitional supports and structures for all students to identify, select, and matriculate into programming that meets their postsecondary aspirations.	<p>These actions are interrelated, and together, they will expand our capacity to deliver high-quality Career and Technical Education instruction to all students. By following these actions, we will:</p> <ul style="list-style-type: none"> • Ensure all students, including those in middle school and 9th grade, have the opportunity to engage with Career and Technical Education (CTE) programs; • Ensure all students regularly leverage and apply learned concepts and skills throughout their academic and CTE coursework; • Support our principals at CTE schools in identifying and retaining quality CTE teachers; and • Support our CTE teachers through providing clear and consistent communications on roles, responsibilities, and expectations; strengthening our talent pipelines; and removing barriers towards obtaining certifications.
Academics / Instruction & Leadership	Develop consistent expectations, supports, and accountability systems for teachers and leadership to ensure that CTE students regularly apply learned academic concepts and skills in their CTE coursework.	
Talent	Align communication and messaging from Central Office to ensure that principals of CTE programs understand their roles in identifying and hiring quality CTE teachers and that new CTE teachers fully understand expectations for remaining in their positions.	
	Support CTE teachers in becoming fully certified through the Temple program first by collecting up-to-date information to understand where a teacher is in the process and provide supports as needed, and second by exploring potential opportunities to address barriers to certification.	

¹ '% Eligible CTE Students Passing Coursework' measures the percentage of Career and Technical Education (CTE) students receiving a letter grade of A or B in their Level 1 CTE coursework for 10th grade or Level 2 CTE coursework for 11th grade. Only CTE courses with coursework associated to an industry-aligned NOCTI Exam are included. Columns and rows highlighted in blue indicate they represent either the indicator or the student group tracked by the indicator. Bolded columns and rows indicate important metrics or values related to the indicator or student performance. Performance is shaded based on the distance from the annual target, with red representing lower performance rates and blue representing higher performance rates.

² In 2019-20, 'Final Grades' represent grades at the end of Term 3. Due to COVID-19, the 2019-20 Term 3 was extended through the end of the school year, and Term 4 was canceled.

³ Eligible Career and Technical Education (CTE) students are those enrolled in CTE courses aligned to their grade level based on their enrollment at the end of the second or fourth grading quarter and are on track to take the NOCTI at the end of their 12th grade year. CTE courses aligned to grade level are: Level 3 Coursework for students in grades 12, Level 2 Coursework for students in grade 11, and Level 1 Coursework for students in grade 10. Only CTE courses with coursework associated to an industry-aligned NOCTI Exam are included.

⁴ Metrics for student groups are suppressed when either there are fewer than 20 eligible students in the student group, or, if another student group has fewer than 20 eligible students, a second student group's metrics are suppressed to prevent the first student group's metrics from being determined through simple calculations.

⁵ '% Eligible CTE Students Passing NOCTI' measures the percentage of Career and Technical Education (CTE) students performing at the Competent and Advanced levels on industry-aligned National Occupational Competency Testing Institute (NOCTI) Exams. Columns and rows highlighted in blue indicate they represent either the indicator or the student group tracked by the indicator. Bolded columns and rows indicate important metrics or values related to the indicator or student performance. Performance is shaded based on the distance from the annual target, with red representing lower performance rates and blue representing higher performance rates.

⁶ NOCTI Exams were not administered in Spring 2019-20 due to COVID-19.

⁷ The metrics 'Distance to 2020-21 Goal' and 'Distance to 2021-22 Goal' are measured using 2018-19 performance.

⁸ Comprehensive Career and Technical Education (CTE) Schools are designated by the School District of Philadelphia where all students in grade 10 and above are expected to participate in CTE course progression. Schools with CTE Programs are schools where CTE students are integrated with peers that are not pursuing CTE paths. Five schools with CTE Programs did not have any eligible grade 11 CTE students in Quarter 2 2020-21. One school with Career and Technical Education (CTE) Programs did not have any eligible grade 10 CTE students in Quarter 2 2020-21.

⁹ Career Clusters represent collections of career pathways available to District students. Each cluster includes multiple career tracks. For more information on Career Clusters and programs, visit <https://www.philasd.org/cte/our-cte-programs>.

¹⁰ 'All Other Students' includes students of the following Race/Ethnicities: White, Asian, American Indian / Alaskan Native, and Native Hawaiian / Pacific Islander.